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ABSTRACT

Reported is a study to provide guidelines to member institutions of the consortium as to the composition of viable Latin American studies programs at different levels of institutional size and aspiration. Surveyed are 212 institutions that were members of the Consortium of Latin American Studies Programs. Surveyed are: (1) characteristics of the institutions; (2) levels of degree specialization; (3) differences in course offerings, financial capacity, and commitment; (4) regional differences; (5) variations in course offerings by discipline; (6) frequency of offering of individual courses; (7) prescriptive implications; and (8) changes over time. The appendix lists colleges and universities included in the survey with level of specialization in Latin American studies. (Author/KE)

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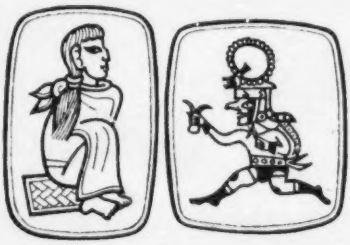
LATIN AMERICAN RESEARCH REVIEW



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THE CURRENT STATUS OF LATIN AMERICAN STUDIES PROGRAMS

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The Consortium of Latin American Studies Programs (CLASP) was organized early in 1969 as an association of over 200 Latin American studies programs at American colleges and universities. Its purpose is to promote the study of Latin America in these institutions by providing its members with guidance on programs and policy and by gathering and publishing information of use to them.

The consortium is administered by a National Steering Committee elected by the members. CLASP is affiliated with the Latin American Studies Association, and members receive the LASA publications, the LATIN AMERICAN RESEARCH REVIEW and the LASA newsletter, without an additional charge above their dues to the consortium.

REPORTS

THE CURRENT STATUS OF LATIN AMERICAN STUDIES PROGRAMS

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THIS STUDY WAS CONDUCTED UNDER THE AUSPICES OF THE CONSORTIUM OF Latin American Studies Programs, the organization of institutional members of LASA. Needless to say, the conclusions expressed here are those of the authors alone, and not those of the project's sponsors.[1] The study focuses primarily on teaching programs, and specifically on the courses announced in the college catalogues. Clearly, there are other ways of proceeding and there are other types of information about Latin American studies programs that would be of value. It should also be borne in mind that the information given in such catalogues is only an approximate description of reality. However, the subject matter covered was believed to be that of greatest interest in view of the limitations of resources and personnel available.[2]

The general purpose of the study (apart from whatever intrinsic interest it may have) was to provide guidelines to member institutions of the consortium as to the composition of viable Latin American studies programs at different levels of institutional size and aspiration. Although it is of course neither possible nor appropriate for us to prescribe, for example, what courses should be offered by a small college wishing to start a new B.A. program in Latin American studies, such a school may wish to take into account the information about practices in other institutions provided here in arriving at its own decisions.

The universe of schools for the study consisted of 212 of the institutions that were members of the Consortium of Latin American Studies Programs as of December 31, 1969. That number does not constitute the entire membership of the consortium, because the handful of members which are research institutes or professional schools were excluded from the computations, as were the four member institutions located in Puerto Rico, the latter because the special character of their course programs presented quite different prob-

lems from the mainland institutions that composed the bulk of the survey population. Thus, the institutions surveyed are not representative of all United States schools, but instead consist of mainland schools that have declared a special interest in Latin American studies.

Exactly half of the catalogues used were for academic 1969–70; 25 per cent were for 1968–69; most of the rest covered a period of more than one academic year; but in any case the most recent catalogues available were used. In addition, Singletary's *American Universities and Colleges*[3] was consulted for basic information about the institutions, such as enrollment and budget.

CHARACTERISTICS OF THE INSTITUTIONS SURVEYED

Of the 212 institutions, almost half (103 schools, or 48.6 per cent) offer the Ph.D.; 31.1 per cent, or 66 schools, offer the B.A. and M.A. only; 18 per cent (39 schools) offer only the B.A.; and 1.9 per cent (4 schools) offer only the A.A.

Fifty-eight schools, or 27.4 per cent of the sample, offer a B.A. in Latin American studies, 26 schools (12.3 per cent) an M.A., and 9 schools (4.2 per cent) a Ph.D. (These categories are not mutually exclusive, it should be noted). However, although only nine schools offered the area studies Ph.D., 14 schools did offer a special certificate or minor in Latin American studies at the Ph.D. level, the discrepancy perhaps suggesting an attitude that a doctorate should be earned primarily in a discipline rather than in an interdisciplinary program. Only at the Ph.D. level did the number of schools offering a special certificate or minor exceed those offering a degree; at the B.A. and M.A. levels the number of institutions offering special certificates or minors, 46 and 21 schools respectively, ran slightly under the number of those offering degrees.

Of the 212 institutions, just a third, or 71, reported that their programs made provision for study in a Latin American country.

Over half the number, 119 or 56.1 per cent, did not have formally established Latin American studies programs. Of those schools that did have formal programs, the departments most often providing the director were, in descending order of frequency, history (26 schools), Spanish (18), political science (10), and anthropology (8).

The average enrollment for the 211 schools for which figures are available was 9,407. The average revenue of the 201 whose annual revenue we could ascertain was $26,866,000. For 208 institutions the mean full-time teaching staff was 478. The average school (of 211) was founded 97 years ago.

TABLE 1

Characteristics of Institutions by Level of Specialization in Latin American Studies

Type of Specialization Offered*	Number of Schools	Offer Ph.D.? (%)	Public? (%)	Coed? (%)	Average Enrollment	Average No. Full-time Faculty
Ph.D.	9	100	44.4	100	16,812	858
Ph.D. cert.	14	100	42.9	92.9	18,935	1,305
M.A.	26	96.2	50.0	100	19,792	899
M.A. cert.	21	100	47.6	90.5	16,585	1,133
B.A.	58	65.5	67.2	91.4	13,781	660
B.A. cert.	46	65.2	67.4	91.3	14,357	706
No specialization	116	32.8	38.8	77.6	5,803	307
All schools	212	48.6	49.1	83.5	9,407	478

* *Note:* These groupings of schools are not mutually exclusive. A school which offered a B.A. certificate, a B.A., an M.A., and a Ph.D. certificate, for example, would be included in all four categories. On this and subsequent tables, there has been "rounding" of averages, percentages, and ratios.

LEVELS OF DEGREE SPECIALIZATION

As indicated in Table 1, there are 116 schools, somewhat more than half of the total number surveyed, that offer neither a degree nor a minor or certificate program at any level. Of the schools not offering a Latin American specialization, 61.2 per cent are private and a substantial number, 37.9 per cent, are church-related. Only 32.8 per cent offer the Ph.D., as opposed to 48.6 per cent of the total number of institutions in the survey. Of the 43 colleges surveyed which award no degree above the B.A., 37 offer no specialization in Latin American studies. The enrollment in the no-specialization schools is relatively low (average: 5,803), as is the number of full-time faculty (307).

Differences in general characteristics of this magnitude do not separate the schools which offer a specialization at the baccalaureate level from those with a graduate specialization. The B.A. specialization schools appear to be smaller and less likely to offer the Ph.D. in any field, but this could be expected almost by definition. They are more likely to be public institutions, but the significance of this datum, if it has any, is not clear.

The close correspondence of the figures for the two types of B.A. specialization (degree or certificate) institutions with respect to size, public ownership, and coeducational enrollment, is striking. The correspondence is not caused by a high degree of overlap between the two categories, however. The

categories are not mutually exclusive, but only 18 schools figure in both lists, i.e., 31 per cent of those offering the B.A. in Latin American studies and 39.1 per cent of those offering a B.A. minor or certificate.

Thus, in a typical school one could expect to find *either* a degree program or a certificate program, but not both. (For a complete listing of the schools surveyed and the type of program offered by each, see Appendix).

DIFFERENCES IN COURSE OFFERINGS, FINANCIAL CAPACITY, AND COMMITMENT

Table 2 gives several indicators of the size and strength of the schools included in the survey and of their Latin American studies programs, categorized by the level of specialization in Latin American studies which they offer. Again, the categories used in this table are not mutually exclusive, as many schools give more than one degree in Latin American studies, or give both degrees and certificates or minors. (In this table, and in the discussion in this section, courses *purely in languages* have not been included; however, they will be taken into account subsequently).

Apart from the intrinsic interest of the figures themselves, Table 2 suggests several worthwhile conclusions. One of them is that there is no signifi-

TABLE 2

Strength of School and Commitment to Latin American Studies
(Averages by Level of Specialization in Latin American Studies)

	1	2	3	4	5	6	7	8
	Semester Hours of LAS*	Faculty Size	Ratio 1:2	No. of non-LAS Area Programs	Enrollment	Revenue ($1000)	Per-Student Revenue ($1000)	No. of Schools†
Ph.D.	124.4	858	.14	1.30	16,812	45,833	2.7	9
Ph.D. cert.	126.6	1,305	.10	2.29	19,935	80,917	4.3	14
M.A.	122.4	899	.13	2.00	19,792	61,619	3.1	26
M.A. cert.	117.6	1,133	.10	2.29	16,585	69,000	4.0	21
B.A.	85.0	660	.13	1.50	13,781	35,792	2.7	56
B.A. cert.	78.7	706	.11	1.50	14,357	39,227	2.8	46
No Specialization	24.1	307	.08	.37	5,803	16,894	2.9	116
All Schools	49.3	478	.10	.90	9,407	26,866	2.9	212

* For schools on the quarter system, a quarter hour is considered equivalent to 2/3 of a semester hour.

† On some variables, slightly fewer schools are represented because of missing data. This comment applies to the other tables given here as well.

cant difference between schools offering the area studies M.A. and those offering the area studies Ph.D with respect to semester hours in Latin American studies offered, or with respect to total student enrollment. A difference on these indicators clearly does exist, however, between the averages of the group of schools offering only a B.A.-level specialization in Latin American studies and the averages of the schools offering a graduate degree or certificate. Those offering graduate specialization have larger Latin American studies offerings, larger enrollments, larger faculties, and greater revenues. And the schools giving no recognition to Latin American studies in granting degrees are clearly weaker on these indicators than those offering the area studies B.A. Thus, Table 2 seems to indicate clearly that different absolute levels of overall strength, as well as strength in Latin American studies, are characteristic of the categories of schools that offer no degree specialization, that offer such specialization at the B.A. level, and that offer specialization at the graduate level.

On the evidence of Table 2, it is also possible to isolate the differences between schools offering the area studies degree and those offering only a certificate or minor. It is hard to see these differences if one looks only at the absolute figures of enrollment and revenue. There are, however, clear differences with respect to the faculty size and the number of other area programs being operated, for the schools giving recognition at the graduate level. The M.A. certificate schools average 234 teachers more than those giving the M.A. (1,133 to 899), and the difference is even more marked at the doctoral level, with the Ph.D. certificate schools averaging 1,305 teachers to the 858 of the Ph.D. degree schools. In view of the fact that the number of hours of work offered in Latin American studies is about the same in all four graduate categories, what is clearly happening is that the schools giving the degrees rather than the certificates are making a proportionately greater effort out of their smaller resources. This point is made clearer by Column 3 of Table 2, which gives the ratio between size of faculty and size of area studies offering, and is thus an indicator of the amount of effort the school is making on behalf of its Latin American studies program. It seems also to be borne out by the figures on other area studies programs available, with the certificate schools in both categories averaging 2.20 other area studies programs, while the M.A.- and Ph.D.-granting schools average 2.0 and 1.3 respectively.

In other words, the certificate-granting schools are spreading their efforts over several area studies programs rather than concentrating them in the Latin American field. This does not mean that the certificate schools provide a weaker Latin American studies program than the degree schools; they do not—the number of hours they offer is the same. The point is rather that they can afford to do more things well than the graduate degree schools. At the graduate level,

there is a marked gap between the revenue per student available to the certificate and the degree schools—$4,000 and $3,100 approximately at the M.A. level, and the wider gap between $4,300 and $2,700 at the Ph.D. level. Whether or not a graduate interdisciplinary degree in Latin American studies is available seems thus to be a function of commitment, that is, of a decision to concentrate in that area, rather than simply the possession of sufficient resources to support the program. In fact, one could speculate that schools give the graduate area studies degree, rather than the certificate, because they want to be able to show something more significant for the higher proportion of their scarcer resources which they have invested in the program.

After isolating the existence of these differences at the graduate level, it then becomes possible to note a similar divergence at the level of the B.A. The differences in absolute figures for Latin American studies offerings, faculty, and revenue do not seem so marked at this level, and the difference in per-student revenue is slight. But the ratios of Column 3 suggest that the school offering the B.A. major in Latin American studies rather than the minor or certificate is placing a proportionately greater emphasis on the program.

Of the schools offering the certificate or minor at the B.A. level, 60.9 per cent do not offer the degree in Latin American studies at that level; the comparable figure for the M.A. certificate or minor is 57.1 per cent; and for the Ph.D. it rises to 85.7 per cent. The majority of schools offering certificates or minors do so *instead of* offering the degree specialization, rather than *as well as* it; it is primarily a substitute for the major, and not a supplement to it. In view of the data already examined that indicate that the certificate schools offer as much work in Latin American studies as the degree-granting schools, it is clear that subjective factors of educational policy or philosophy account for the decision not to give the interdisciplinary degree, rather than objective constraints of resources or faculty size. The point seems especially valid at the doctoral level, where so few (nine) schools offer the area studies Ph.D., fewer than offer a certificate program. This situation presumably reflects the widely held view that while a B.A. or M.A. may be all right in an interdisciplinary field, at the doctoral level one needs to focus primarily on a discipline.

In Table 3, the same indicators are examined for non-overlapping groups of schools defined by the amount of course work offered in Latin American studies (again, excluding language but including literature). Range 1 consists of schools offering 100 hours or more of such work, Range 2 of schools offering 50–99 hours, and Range 3 of schools offering under 50 hours.

As might be expected, more work is offered by the larger schools, as measured by student enrollment and total revenues. But the schools offering more work are also richer on a per-student, as well as on a total, basis (Column 7).

TABLE 3

Strength of School and Commitment to Latin American Studies
(Averages by Amount of Course Work Offered)

	1 Semester Hours of LAS	2 Faculty Size	3 Ratio 1:2	4 No. of non-LAS Area Programs	5 Enrollment	6 Revenue ($1000)	7 Per-Student Revenue ($1000)	8 No. of Schools
Range 1	142.4	1,012	.14	2.60	19,744	67,500	3.4	25
Range 2	73.3	797	.09	.98	15,296	46,592	3.1	54
Range 3	21.9	252	.08	.55	5,040	12,554	2.5	132

These factors enable them to concentrate faculty effort in the Latin American field (Column 3) or perhaps not merely on Latin America but on area studies in general, since they are likely to operate more than one such program (Column 4).

Table 4 adopts a different manner of presenting the same data. Since the

TABLE 4

Strength of School and Commitment to Latin American Studies
(Averages by Level of Specialization in Latin American Studies)

	1 Semester Hours of LAS	2 Faculty Size	3 Ratio 1:2	4 No. of non-LAS Area Programs	5 Enrollment	6 Revenue ($1000)	7 Per-Student Revenue ($1000)	8 No. of Schools
Schools without Graduate Degrees:								
A. Without LAS Specialization	10.7	96.8	.10	.54	2,254	3,417	1.5	37
B. With Specialization	33.5	80.0	.45	.67	1,817	2,800	1.5	6
Schools with Graduate Degrees:								
C. Without Specialization	30.4	405.7	.07	.29	7,465	23,195	3.1	79
D. B.A. Specialization only	59.6	518.0	.12	1.10	11,904	25,039	2.1	52
E. With Graduate Specialization (may have B.A. specialization also)	116.5	1041.1	.11	2.29	18,427	68,750	3.7	38

indicators do not show a great deal of difference between schools offering a major and those offering a minor or certificate at each level, or between those offering M.A. rather than doctoral-level specialization, those distinctions are abandoned and schools are instead divided first into those offering any graduate degree and those not, and then into the different levels of specialization. The categories used in Table 4 do not overlap, as did those used in Table 2.

This way of presenting the data shows the relatively high degree of concentration in the Latin American area, as measured by the ratio given in Column 3, of undergraduate colleges which offer a Latin American studies major (Category B). Even with this high degree of concentration, however, the average number of semester hours of Latin American studies work offered, 33.5, is only slightly greater than the number of hours offered by universities having graduate schools that do not have a Latin American studies specialization. The relative infrequency with which exclusively undergraduate schools are willing to devote resources to creating an area studies program is indicated by the fact that only six schools of this type offer a Latin American studies B.A., out of 43 in our sample. Yet in size and affluence, the schools offering a specialization are comparable to those schools which do not.

Among those schools offering advanced degrees, the decision to offer a B.A. specialization but not one at the graduate level appears to be, at least in part, a function of wealth. Universities offering graduate level specialization average one and a half times the student enrollment of those with only a B.A. specialization, but have more than two and a half times their revenue, as is indicated by the difference in the per-student revenue of the two types of schools, $3.7 and $2.1 thousand respectively (Column 7). The levels of concentration of faculty effort in the Latin American field indicated by the ratios

TABLE 5

Strength of School and Commitment to Latin American Studies
(Averages by Area of Country)

	1	2	3	4	5	6	7	8
	Semester Hours of LAS	Faculty Size	Ratio 1:2	No. of non-LAS Area Programs	Enrollment	Revenue ($1000)	Per-Student Revenue ($1000)	No. of Schools
Spanish Frontier	69.3	470	.14	.79	10,026	22,086	2.2	42
West	52.6	448	.12	1.0	11,469	33,000	2.9	13
South	44.0	416	.11	.6	6,512	19,826	3.0	24
Border	50.1	484	.10	1.05	8,590	23,158	2.7	20
Midwest	49.7	578	.09	1.0	12,691	34,659	2.75	45
Northeast	37.7	444	.08	.93	7,707	26,522	3.6	68

in Column 3 are comparable, but the schools in Group E can also afford twice the number of other area programs as the schools in Category D.

The differences in Latin American studies hours among the different categories of universities offering graduate degrees are substantial. Schools offering specialization at the B.A. level list almost double the number of area studies course hours as those offering no specialization; and schools with graduate degree specialization offer almost twice the hours of those with specialization at the baccalaureate level only.

REGIONAL DIFFERENCES

It is well known that interest in Latin American studies varies with region of the country, but it may be worthwhile to indicate the extent to which this is true. Table 5 gives figures for the characteristics already discussed for Table 2, with the schools in our sample this time divided by region of the country. In addition to the more standard regional designations, we have added the category "Spanish Frontier" referring to those states that have borders with Mexico, plus Florida, which is essentially a border state with respect to Cuba and the Caribbean.

As can be seen from the table, the schools in the Spanish Frontier states offer the highest average number of semester hours in Latin American subjects. This is clearly not due to their wealth; their average total revenues are lower than those of schools in any other region except the South, and their per-student revenues of $2,200 are the lowest of any region. The point is rather that the degree of commitment to Latin American studies is highest in this region. This is shown by the key indicator of area studies commitment, the ratio between Latin American content hours offered and total faculty; for the Spanish Frontier states, this reaches .14. These schools also average a smaller number of non-Latin American area studies programs than any region except the South. It is interesting to note that commitment to Latin American studies, as measured by the hours-teacher ratio, varies by region in the exact degree to which the region is located away from the Mexican and Caribbean boundaries. That is, the hours-faculty ratio, which is .14 for the Spanish Frontier states, is .12 for the Western states without a frontier with Mexico, .11 for the South, .10 for the "border" states of Kentucky, Tennessee, Missouri, Delaware, Maryland, Oklahoma, West Virginia, and the District of Columbia, and drops to .09 for the Midwest and .08 for the Northeast.

VARIATIONS IN COURSE OFFERINGS BY DISCIPLINE

Table 6 gives the percentage of schools that offer *any* work devoted to Latin America in each of the different disciplines, categorized by level of degrees

TABLE 6

Percentage of Schools Offering Latin American Work in Individual Disciplines

	Spanish Language & Literature	Portuguese Language & Literature	History	Political Science	Economics	Anthro-pology	Geography	Sociology	Art and Architecture
Schools without Graduate Degrees									
A. Without LAS Specialization	100	10.8	62.1	13.5	5.4	16.2	13.5	2.7	2.7
B. With LAS Specialization	100	16.6	83.3	83.3	50.0	33.3	50.0	16.6	33.3
Schools with Graduate Degrees:									
C. Without LAS Specialization	100	25.4	79.7	53.1	8.8	40.5	43.0	10.1	11.3
D. B.A. Specialization Only	100	48.0	98.0	82.6	48.0	71.1	80.7	21.4	30.7
E. With Graduate Specialization	100	89.4	97.3	100.0	81.5	89.4	71.0	50.6	36.8

TABLE 7

Semester Hours in Latin American Studies Offered, By Discipline

	Spanish Language & Literature	Portuguese Language & Literature	History	Political Science	Economics	Anthro-pology	Sociology	Geography	Art & Architecture	Inter-disci-plinary	No. of Schools
Range 1	186.9	45.0	32.4	14.0	5.3	14.6	4.4	6.5	3.0	5.0	25
Range 2	117.7	18.8	23.6	7.4	2.9	5.6	1.0	4.9	1.2	1.2	54
Range 3	60.0	2.0	7.2	1.8	.5	1.5	.26	1.6	.2	.4	132
All Schools	89.8	11.3	14.3	4.7	1.7	4.1	.9	3.0	.8	1.1	212

offered and level of Latin American specialization. In this table, Spanish and Portuguese *language* courses are included, as well as those in literature.

For the half-dozen schools in Category B, those offering a Latin American specialization but no graduate degrees at all, the program consists primarily of Spanish language and literature, history, and political science, with Latin American geography and economics available at three schools. The schools offering graduate degrees but only a B.A. level specialization in Latin American studies, those in Category D, resemble the Category B schools in the probability that they will offer work in history, Spanish, political science, economics, and art and architecture, but are more likely to offer work in Portuguese, anthropology, and geography than the B schools. Portuguese can only be expected as a matter of course at schools offering graduate level specialization, however, and only in this category do over half the schools offer a Latin American course in sociology. The case of economics is comparable to that of Portuguese. Only a handful of the schools that have no specialization whatsoever in Latin American studies (those in Categories A and C) offer courses devoted to Latin America in economics and sociology.

Table 7 gives the average number of semester hours of course work in each discipline offered by schools categorized into ranges on the basis of the size of the Latin American offerings.

Some interesting patterns emerge. The offerings of schools in Range 3 consist essentially of courses in Spanish language and literature, and in history. As schools increase their offerings and move into Range 2, however,[4] the increment in course work offered is not uniform across all fields. Average increases fall into three groups. Spanish language and literature courses increase by about 58 hours; history and Portuguese language and literature offerings by 16 or 17 hours each; and between 3 and 5 hours each are added to course offerings in political science, anthropology, and geography. Other increases are so small, in absolute terms, as to be scarcely visible.

As schools move up from Range 2 to Range 1, there appear to be four levels of average increment in course offerings. Courses in Spanish increase by 60 hours; there is a 26-hour rise in Portuguese offerings; history, political science, and anthropology offerings increase between 6 and 9 hours each; and rises of between 1 and 4 hours are registered in the categories of economics, sociology, geography, art and architecture, and interdisciplinary courses.[5]

In other words, there is some difference in the disciplines that undergo increases between Ranges 2 and 1 and those that increase between Ranges 3 and 2. Hours in history and geography do not grow as much between Range 2 and 1 as they did between Ranges 3 and 2, unlike the other fields, whose rate of increase remains high. In the case of history, the leveling off is at a fairly high absolute level, which means that a wide variety of courses are already

TABLE 8

Semester Hours in Latin American Studies offered, by Discipline and Level of Specialization

	Totals*	History	Literature	Political Science	Economics	Anthropology	Sociology	Geography	Art & Architecture	Interdisciplinary	No. of Schools
Schools Not Offering Graduate Degrees:											
A. Without LAS Specialization	10.7	3.8	4.5	.4	.2	.5	.1	.4	.1	.1	37
B. With LAS Specialization	33.5	10.0	11.2	3.3	2.8	1.2	.3	2.3	1.0	0	6
Schools Offering Graduate Degrees:											
C. Without LAS Specialization	30.4	9.8	10.9	2.5	.3	2.3	.4	1.9	.2	.2	79
D. With B.A. Specialization Only	59.6	19.4	17.5	5.5	2.0	4.5	.7	4.6	1.0	1.3	52
E. With Graduate Specialization	116.5	27.7	35.4	12.4	5.3	11.4	3.3	5.7	2.1	4.1	38

* Not all courses included in the totals are included under the disciplines listed here, as there are a scattering of courses in other disciplines.

being taught; however, for geography it may be that even with unlimited resources there are only about three semester courses related to Latin America that schools would want to give.

The same patterns appear if we look at the differences between schools at different levels of specialization in Latin American studies (Table 8). Undergraduate schools offering no area studies specialization in degrees awarded resemble the schools in Range 1 described above. That is, their offerings are confined essentially to courses in literature and history. The undergraduate schools offering an area specialization (Category B) may add political science, economics, and geography—as we saw from Table 6. Only in anthropology is more work likely to be offered in the Category C schools—those with graduate degree work but no Latin American area specialization—than at those in Category B, although the figures are generally comparable. Graduate universities having a B.A. specialization offer approximately double the course work, discipline by discipline, of comparable schools that do not have the area specialization. The amount of work is at least doubled again by schools with graduate-level specialization, except in history and geography, where the "ceiling" effect already noted in Table 7 begins to operate.

FREQUENCY OF OFFERING OF INDIVIDUAL COURSES

It is also possible to make some generalizations about the individual courses being offered in each discipline. In the field of history, 122 schools, or 57.5 per cent of the total number, offer a general survey course, and 44.3 per cent and 40 per cent, respectively, offer courses in colonial history and the national period. The other individual courses offered by more than 10 per cent of the institutions surveyed are Mexican history (35 per cent), inter-American relations (23 per cent), history of Brazil (21.7 per cent), recent or contemporary history (19 per cent), and intellectual history of Latin America (12.3 per cent).

In Hispanic American (or "Latin American") literature, 72.2 per cent of all institutions offered a survey course. The most frequently offered specialized courses were, in descending order, the Latin American novel (24.1 per cent), modern poetry (21.2 per cent), modernism (19.3 per cent), survey of Brazilian literature (17.9 per cent), modern or contemporary literature (16.5 per cent), recent prose fiction (14.6 per cent), the 20th century novel (13.7 per cent), the essay (11.8 per cent), the short story (10.8 per cent), colonial literature (10.8 per cent), and the drama (10.4 per cent). No other Latin American literature courses were offered by more than 10 per cent of the schools, and no other courses with a Brazilian emphasis were offered by more than 5 per cent.

In the political science field, 58 per cent of the schools offered a survey of Latin American politics, but the only other course offered by more than 5

per cent of the schools was inter-American relations, available in 14.6 per cent. In economics, offerings were limited essentially to two courses also, a Latin American economics course, offered in 19.3 per cent of the schools, and a course on economic development in Latin America, offered by 15 per cent. In anthropology, the range covered by courses offered was broader. A general course in Latin American ethnology, by that or some other title, was available in 13 per cent of the schools surveyed. South American ethnology was offered by 16.5 per cent of the schools, Middle American ethnology by 12.7 per cent, and South American archeology or pre-history by 10.8 per cent.

The only sociology [illegible] with Latin American content given by more than an isolated school [illegible] as a general course on Latin America, which was offered by 14 6 per cent of the schools sampled. Of the sample, 28.3 per cent offered a general geography course; 28.8 per cent offered a course on South America and 19.8 per cent a course on Middle America. The only other individual courses to appear with any frequency were general courses in Latin American or Spanish American civilization, which were offered by 13.7 per cent and 26.4 per cent of the schools respectively.

PRESCRIPTIVE IMPLICATIONS

It is certainly neither our function nor our desire to tell schools contemplating the inauguration or expansion of a Latin American studies program what they should or should not do. However, it can be assumed that schools embarking on such efforts will want to know the generally prevailing practices. From the preceding tables and discussion, it is possible to derive some generalizations which may be of value.

First: In the prevailing practice, there seems to be no significant distinction in the strength and variety of Latin American studies offerings between schools which offer area studies *degrees* and those offering certificates or minors at the same degree level. Whether to offer an area studies degree or simply a certificate to those demonstrating competence in area studies but majoring in an established discipline is apparently a decision based on educational policy and philosophy, not on the availability of a certain number and range of courses. However, there is a greater probability of finding a graduate-level area studies degree, rather than certificate, at less affluent schools.

Second: A *minimum* B.A.-level specialization program apparently consists essentially, apart from Spanish language, of two or three courses each in literature and history, with one course each in political science and geography, and perhaps a course in economics. A course in anthropology is also likely to be available in universities with graduate schools. Portuguese is not usually available in undergraduate colleges, and is found in just half of the universities with only a baccalaureate specialization.

Third: Graduate-level specialization implies that more than one Latin American specialist will be teaching Latin American history, several will teach literature (and at least one, Brazilian literature). A minimum of one political scientist and one anthropologist will be devoted primarily to Latin America, and a geographer, an economist, and a sociologist will have at least a part-time commitment to the area. But it should also be pointed out that course hours offered provide only minimum guides to staffing needs, since graduate work is so much more demanding of faculty time than undergraduate in the sense of guiding individual reading and research, supervising theses and dissertations, and administering examinations.

Fourth: Colleges not offering any graduate work are unlikely to offer a Latin American area specialization.

CHANGES OVER TIME

There happened to be available two studies of the courses offered by American colleges in the Latin American field, prepared 10 and 20 years previous to our survey; one was published by Estellita Hart in 1949 for the Pan American Union and one was prepared by Jean Luft and Carolyn Gee for the Hispanic Foundation in 1958.[6] Of the institutions we examined, 149 were also included in both studies. The semester hours of work offered in the Latin American field by those institutions at all three points in time, again not including language courses, is indicated in Table 9.

The results are quite striking. The 1958 figures virtually reproduce those for 1949, discipline by discipline, with the slight variations one might expect from random processes of change. However, the 1969 figures are almost exactly double those of 1958 and 1949, both in total and by individual disciplines, except for sociology, where the offerings prior to 1960 were so small as to be almost invisible, and geography, where the increase between 1958 and 1969 was slight (which we might have been led to expect from the "ceiling effect" relative to the increase in geography courses noted above).

We may see here a result of increased interest in Latin America that followed on Fidel Castro's assumption of power in Cuba, the worsening of rela-

TABLE 9

Course Offerings in Latin American Studies, 149 Schools at Three Points in Time

	Literature	History	Political Science	Anthropology	Geography	Economics	Sociology	Other
1949	8.8	8.8	2.3	2.0	2.6	1.1	.3	3.8
1958	9.0	8.3	2.7	2.2	2.8	.9	.3	3.0
1969	18.5	16.9	5.5	4.8	3.6	2.0	1.3	6.2

tions between Cuba and the United States, and the heightened emphasis put on Latin Americaa by the Kennedy administration. It remains to be seen whether the present augmented level of Latin American offerings will grow or will even continue at the present level, now that public interest in Latin American affairs appears to be diminishing. The well-known conservatism of colleges and the inertial tendency of programs once established might indicate at least the maintenance of the present level of offerings. On the other hand, the increase in Latin American-centered activity on college campuses has to some extent been a function of the amount of funds made available through the NDEA program and foundation efforts. Now that these resources are dwindling, and as the public has been frightened more by the spectre of black insurrections in the cities and less by some vague menace emanating from Latin America, Latin American studies in the United States may have reached a plateau, or perhaps a peak from which it will soon begin to move slowly downhill.

NOTES

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2. Data from the survey are now stored at the Latin American Political Data Bank at the University of Florida, where any requests for their use should be directed.

3. Otis A. Singletary, ed., *American Universities and Colleges*, 10th ed. (Washington, D.C.: The American Council on Education, 1968).

4. This way of putting the matter excludes the possibility that a new college is established with a program that exceeds the limits of Range III from the beginning. The event is, of course, unlikely, but if the reader wishes he can regard the formulation used here as a figure of speech.

5. Linguistics does not appear in Table 6 separately because an average of less than 1 hour of work is offered in the "Range 2" and "Range 3" categories; however, linguistics courses are reflected in the Spanish and Portuguese totals where appropriate.

6. Estellita Hart, *Courses on Latin America in Institutions of Higher Education in the United States: 1948–1949* (Washington, D.C.,: Division of Education, Department of Cultural Affairs, Pan American Union, 1949; Jean L. Luft and B. Carolyn Gee, "United States Institutions of Higher Learning Offering Latin American Work: A Tentative Directory" (Washington, D.C.: Hispanic Foundation, Reference Department, Library of Congress, 1958, mimeographed.) The study by R. Herbert Minnich and J. V. D. Saunders, *Latin-American Content Courses at Selected American Universities 1963–1964* (Gainesville: University of Florida, 1964) gives more detail, but with respect to a smaller number of schools.

APPENDIX

Colleges and Universities Included in the Survey with Level of Specialization in Latin American Studies Offered

		Degree			Minor or Certificate		
		B.A.	M.A.	Ph.D.	B.A.	M.A.	Ph.D.
001	Univ. of Alabama				x	x	
002	Alfred Univ.						
003	Allegheny College						
004	American University		x				
005	Anderson College						
006	Antioch College						
007	Appalachian State University						
008	University of Arizona	x	x				
009	Arizona State University				x		
010	Auburn Community College						
011	Augustana College						
013	Baylor University	x			x		
014	Beloit College						
015	Biola Schools & Colleges				x		
016	Boston College						
017	Bowling Green State University				x		
018	Brandeis University	x					
019	Brigham Young University	x	x		x	x	
020	Brooklyn College	x					
021	Brown University						
022	Bucknell University						
023	University of California at Berkeley	x	x	x			
024	University of California at Davis						
025	University of California at Irvine						
026	University of California at Los Angeles	x	x				
027	University of California at Riverside				x	x	
028	University of California at Santa Barbara	x			x		
029	California State College at Long Beach				x		
030	California State College at Los Angeles	x	x				
031	California State Polytechnic College						
032	Catholic University of America				x		
033	Catholic University of P.R.*						
034	Central Michigan University						
035	Central Washington State College						
036	Chico State College						
037	University of Cincinnatti						
038	Clark University						
039	University of Colorado	x					
040	Colorado State University				x		

		Degree			Minor or Certificate		
		B.A.	M.A.	Ph.D.	B.A.	M.A.	Ph.D.
041	Columbia University	x			x	x	x
042	University of Connecticut				x		
043	Converse College						
044	Cornell University					x	x
045	Creighton University						
046	University of Dayton						
047	DePaul University	x					
048	Dickinson College						
049	Drury College						
050	Duke University		x	x			
051	East Carolina University				x		
052	East Texas State University						
053	Eastern Illinois University	x					
054	Eastern Kentucky University						
055	Eastern Washington State College	x					
056	Elbert Covell College	x					
057	Elmira College						
058	Emmanuel College						
059	Emory University						
060	University of Florida		x			x	x
061	Franklin & Marshall College						
062	Fresno State College	x			x		
063	Frostburg State University						
064	Furman University						
065	George Washington University	x	x				
066	University of Georgia						
067	Georgia Institute of Technology						
068	Goshen College						
069	Gustavus Adolphus College						
070	Hamline University						
071	Hartwick College	x					
072	Harvard University						
073	Hiram College						
075	Hofstra University						
076	Hope College						
077	University of Houston	x					
078	Howard University						
079	University of Idaho						
080	University of Illinois	x			x	x	x
081	Incarnate Word College						
082	Indiana University (Bloomington)	x	x		x	x	x
083	Inter-American University*						
084	University of Iowa						
085	Iowa Wesleyan College						
086	Johns Hopkins University (D.C.)		x	x			

		Degree			Minor or Certificate		
		B.A.	M.A.	Ph.D.	B.A.	M.A.	Ph.D.
087	University of Kansas	x	x				
088	Kent State University				x		
089	LaSalle College						
090	Lehigh University						
091	Lindenwood College						
092	Livingston University						
093	Louisiana State University		x	x			x
094	Loyola University (Chicago)						
095	Loyola University of Los Angeles				x		
096	Macomb County Community College						
097	Malone Colege						
098	Marymount College (Los Angeles)	x					
099	Marymount (Tarrytown, N.Y.)						
100	Mary Washington College						
101	University of Massachusetts				x	x	
102	Massachusetts Institute of Technology						
103	Memphis State University						
104	University of Miami	x	x	x	x	x	
105	Michigan State University				x		
106	University of Minnesota			x		x	
107	University of Missouri	x					
108	Mount Holyoke College	x					
109	College of Mt. St. Vincent						
110	Nassau Community College						
111	University of Nebraska	x			x		
112	University of New Mexico	x	x	x	x	x	
113	New School for Soc. Research						
114	SUNY at Albany	x					
115	SUNY at Brockport				x		
116	SUNY at Buffalo						
117	SUNY at Cortland						
118	State University College Fredonia						
119	SUNY Geneseo						
120	SUNY at New Palty						
121	SUNY at Oswego				x		
122	SUNY at Plattsburg	x					
123	New York University		x				
124	University of North Carolina (Chapel Hill)	x				x	
125	University of North Carolina (Greensboro)				x		
126	North Carolina State University						
127	NE Illinois State College						
128	Northeastern University						
129	Northern Illinois University	x					
130	University of Northern Iowa						
131	University of Notre Dame				x	x	x

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		Degree			Minor or Certificate		
		B.A.	M.A.	Ph.D.	B.A.	M.A.	Ph.D.
132	Ohio University				x		
133	Ohio State University						
134	University of Okahoma	x					
135	College of Our Lady of Elms						
136	Pace College						
137	Pan American College	x			x		
138	Pasadena City College						
139	University of Pittsburgh				x	x	x
140	Pomona College						
141	C.W. Post College						
142	Portland State College	x			x		
143	Princeton University						
145	Providence College						
146	University of Puerto Rico*						
147	Puerto Rico Junior College*						
148	Purdue University						
149	Queens College (North Carolina)				x		
150	Queens College (Flushing, N.Y.)	x			x		
151	University of Rhode Island						
152	Rhode Island College						
153	Rice University						
154	Rutgers University	x				x	x
155	Sacramento State College						
156	St. Joseph's College				x		
157	St. Lawrence University						
158	St. Louis University		x	x		x	x
159.	St. Mary's College						
160	St. Mary's University						
161	St. Michael's College						
162	St. Olaf College						
163	College of St. Rose						
164	San Francisco College for Women						
165	San Jose State College						
166	College of Santa Fe						
167	Seton Hall University						
168	Seton Hill College						
169	Simmons College						
170	Smith College	x					
171	University of the South						
172	University of South Carolina						
173	University of Southern Florida	x					
174	University of Southern California	x	x	x			
175	Southern Colorado State College	x					
176	Southern Ilinois University	x	x			x	

		Degree			Minor or Certificate		
		B.A.	M.A.	Ph.D.	B.A.	M.A.	Ph.D.
177	Southern Methodist University	x	x				
178	University of Southern Mississippi	x			x		
179	Spelman College						
180	Stanford University		x				
181	Syracuse University				x		
183	Temple University	x					
184	University of Tennessee				x		
185	University of Texas (Austin)	x	x	x	x		
186	Texas A&M University						
187	Texas Christian University	x			x		
188	University of Toledo						
189	Transylvania College						
190	Trinity College (D.C.)						
191	Trinity University (Texas)	x					
192	Tufts University						
193	Tulane University		x		x	x	x
194	U.S. International University						
195	University of Utah						
196	Valdosta State College						
197	Vanderbilt University		x			x	x
198	Vilanova Vniversity						
199	Virginia Military Institute						
200	University of Washington	x					
201	Washington College						
202	Washington State University						
203	Washington University	x				x	x
204	Wayne State College						
205	Wesleyan University	x					
206	West Georgia College	x					
207	Western Michigan University	x			x		
208	Western Washington State College						
209	Westminster College						
210	Wilkes College						
211	Williams College				x		
212	Wilmington College						
213	Wilson College						
214	Winthrop College	x			x		
215	University of Wisconsin	x	x				x
216	Wisconsin State University (Eau Claire)	x					
217	Wisconsin State University (Oshkosh)				x		
218	Wisconsin State University (Whitewater)	x					
219	Yale University	x				x	
220	York College						

* Not included in computations.

MR. CLAUDE H. EADS, for many years the manager of the Printing Division of the University of Texas at Austin, died on December 12, 1970. The printer of LARR, Mr. Eads was a skilled administrator and technician whom we greatly respected.

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